



Linda McCulloch, Superintendent
Office of Public Instruction
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2007-2008 FINAL PROGRAM REPORT

ESEA TITLE II, PART A IMPROVING TEACHER QUALITY

District Name		County Name	LE
Person Completing Report (Must be the Title II, Part A Project Director)		Title	
Telephone	Fax	Mailing Address	

1. Send the completed report to **Patricia Johnson**, Title II, Part A Specialist, Office of Public Instruction, P. O. Box 202501, Helena, MT 59620-2501. Retain a copy of this report in the district project file.
2. This report is due at the end of the project, but no later than **November 10, 2008**.

To the best of my knowledge, the information contained in this report is accurate and complete and reflects the needs and activities of all participants receiving funds under ESEA Title II, Part A.

Type or Print Name of Authorized Representative:

Authorized Representative Signature	Title	Date
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Section I – PURPOSE

The purpose of Title II, Part A is to **increase student academic achievement** by improving the effectiveness of teaching. The purpose of this final program report is to report progress made toward district goals and objectives that were funded with Title II, Part A funds and funds REAP-flexed into Title II, Part A.

Section II – DIRECTIONS

1. All districts must complete this report if there are funds under Title II, Part A in the bottom row (Total Available for Budgeting) on the E-Grants Funding Page. If funds were refused or REAP-flexed to another title, no final program report is required.
2. Failure to complete and return this report may delay the release of current and future Title II, Part A funds.
3. This final program report must reflect the district 2007-08 approved application in the E-Grants system.
4. Report on the district progress toward the goal of **raising student achievement** with the activities undertaken with the Title II, Part A program.

Section III – INFORMATION/ REQUIREMENTS

Requirements for Title II, Part A Activities. Districts must use Title II, Part A funds to **measurably raise** student achievement, **particularly the achievement of low-performing students**. Applicants must show that the activities carried out under Title II, Part A are:

- Tied to challenging state and local standards;
- Based upon a review of scientifically based research; and
- Have a substantial, measurable, and positive impact on student achievement.

All activities must be based upon:

- A local needs assessment which may be the one conducted for the Five-Year Comprehensive Education Plan;
- Scientifically researched practices;
- Disaggregated data; and
- Targeting the lowest performing schools, teachers, and students.

These activities must be used as part of a broader strategy to eliminate the achievement gap that separates the low-income and minority students from other students. Professional development activities must be coordinated with other federal, state, and local programs.

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Section III: – INFORMATION/ REQUIREMENTS (continued)

Professional Development Requirements. Districts must ensure the professional development needs of teachers and principals are met by including them, as well as parents, in needs assessment and planning. In addition to meeting the above criteria, professional development must be regularly evaluated for effectiveness, and must not be isolated one-day conferences or workshops. Training provided must be in the core content area taught and in teaching strategies that enable teachers to teach and address the needs of students with different distinct learning styles, improve student classroom behavior, and/or understand how to use data and assessments to improve classroom practice and student learning. Professional development must be based upon scientific research and designed to increase student achievement.

Allowable professional development activities will improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals in:

1. Professional development in knowledge of the core academic subjects¹ that the teachers teach;
2. Professional development in improving teaching practices (effective instructional strategies, methods, and skills) and the use of challenging state standards;
3. Professional development in teaching and addressing the needs of students with different learning styles, particularly students with different learning needs (including gifted and talented) and students with limited English proficiency;
4. Professional development in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (3) learn;
5. Professional development in involving parents in their child's education; and
6. Professional development in understanding and using data and assessments to improve classroom practice and student learning.

Please note that training in technology alone is not an allowable Title II, Part A expenditure. However, training teachers to use technology to teach the core academic areas¹ is encouraged.

Local Needs Assessment Required. Each applicant district must conduct an assessment of local needs for professional development and hiring. Teachers, including Title I teachers, must be involved in the needs assessment and subsequent planning. The needs assessment must take into account activities that will give teachers subject matter and teaching skills and give principals instructional leadership skills to help teachers to help students meet challenging state and local achievement standards. This needs assessment must take into account an analysis of the disaggregated data to identify students most likely to be at risk of not performing at proficient levels on measures aligned to state standards.

Serving Private/Nonpublic Schools. Private/Nonpublic schools, including home schools, must be invited to participate in the services of federal programs. Private/Nonpublic schools may receive only professional development under Title II, Part A.

Non-supplanting Requirement. Expenditures must supplement, not supplant (replace) district funding responsibilities.

1. Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. [ESEA Title IX, Part A, Section 9101 Definitions, (11)]

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1. Describe how the required committee was used to determine student needs and make decisions regarding which Title II, Part A activities were selected. (Limit 1,000 characters)

2. Summarize the key findings of the most recent needs assessment and explain which needs the district identified as having the highest priority. (Limit 1,000 characters)

3. Briefly describe the activities provided with ESEA Title II, Part A funding. (Limit 1,000 characters)

4. Explain, using measurable results, how the expenditure of Title II, Part A funds contribute to increased student achievement. (Limit 1,000 characters)